



Arizona State University	<p>The vast majority of Arizona State University's students are required to complete an entrance interview through the institution's Interactive Voice Response (IVR) system. During the 2000-2001 academic year, a test group of students who completed in-person entrance interviews was established. Arizona State University plans to continue to grow this control group during the 2001-2002 academic year by conducting in-person entrance interviews with students who would like such an option. At this time, no conclusions establishing a link between different types of entrance counseling and subsequent student loan defaults can be made.</p>								
Butler University	<p>After several years of participation in this experiment, our default rate has not changed significantly. We see no evidence that entrance counseling is closely related to our default rate.</p>								
Clemson University	<p>The project has allowed for an effective communication process with Stafford Loan borrowers while significantly reducing administrative cost, making disbursement of student loans complement new telephone and web technology in class registration and payment activities. Technological enhancements allow more timely and informative information to students on an individual basis. The default rate as an indicator shows that alternatives to the pre-loan counseling have had minimal impact due to the low default rate.</p>								
George Mason University	<p>The increase in number of students conducting their Entrance Counseling sessions online versus the number opting to attend in-person sessions make it obvious that students want flexibility in meeting these requirements. The use of the online process has facilitated earlier outreach to borrowers that are not in the local area and has allowed borrowers to conduct their Loan Entrance counseling at the point that they are making decisions about whether or not to borrow and how much to borrow rather than at the point of disbursement when those decisions are already made. The online process has allowed us to reduce the number of in-person sessions significantly and reduce the staff resources involved in these sessions from 5-6 to 1-2. Also, given that our cohort default rate, during the time of this experiment, has dropped consistently from 5.6% for the 1996 cohort to 2.7% for the 1999 cohort, it is apparent that we are reaching students with the information necessary to be responsible borrowers.</p>								
Georgia Southern University	<p>Moving the counseling to an online system has streamlined the whole process and has made it much more convenient for students. For entering students, this meant the removal of another possible obstacle to receiving their loan funds in a timely manner.</p>								
Harvard University	<p>Although other factors are at play, this has been a successful program. The loan brochure and panel discussions capture the student's attention at a time when they are in more of a position to learn and understand their rights and responsibilities and the implications of student loan borrowing. This delivery of individualized information meets the needs of our students at a time when they are more likely to absorb such important information. Additionally, we believe that our continued low default rate is evidence of the success of the program. The number of first time student borrowers has again declined:</p> <table><tr><td>1997</td><td>784</td></tr><tr><td>1998</td><td>531</td></tr><tr><td>1999</td><td>478</td></tr><tr><td>2000</td><td>329</td></tr></table>	1997	784	1998	531	1999	478	2000	329
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Indiana University - Bloomington	<p>Since the inception of the experiment, Indiana University has put considerable effort into increasing our already good persistence rates. In the September 7, 2001, edition of Time magazine, Indiana University was one of four colleges to be honored for knowing how to help newcomers survive and thrive. The institution's default rate has not changed significantly, although our student population reflects the national trend of increased borrowing. Since the inception of the experiment, we have changed our Standards of Satisfactory Academic Progress in order to more closely monitor the borrowing of our highest risk borrowers, e.g., those in academic difficulty. Of the population in the experiment, only one percent (64 students) failed to complete the term. The total amount returned to the Title IV programs by the institution was \$48,287.</p>								
Indiana University -Purdue University Indianapolis	<p>In examining our loan defaulters the past several years we found a disproportionate number of beginning students who were academically unprepared. Therefore we targeted this population for our entrance counseling initiatives.</p>								



Iowa State University	Iowa State University continues to identify ways to get loan information to students without holding financial aid funds hostage at the beginning of the school year. While our default rate would not indicate a problem, we continue to monitor this issue and offer financial aid presentations to a variety of campus groups to increase the likelihood that students will repay their loans.
Johns Hopkins University	Statistical research tells us that students who graduate from Hopkins do not default in large numbers. Our typical defaulter is one who has withdrawn prior to their senior year. Our total student population withdrawal rate is very small. By mailing entrance and exit materials to all students with loan balances, the administrative burden has lessened, and students still receive the necessary loan information.
Kansas State University	Entrance counseling is very appropriate for first time borrowers, however, counseling methods should be tailored to fit the institutions student population. For 2001-02, Kansas State University is adjusting to a required electronic counseling session from the Direct Loan web site.
Marian College	All 2000 matriculates with FFEL loans are persisting at a much greater rate (67.3%) than non FFEL matriculates (32.7%) - after two semesters of attendance. This compares with the 66/34%, 70/30%, 68/32%, and 73.5/26.5% for Fall 1996, 1997, 1998, and 1999 matriculates respectively. While it is difficult to make any substantive conclusions, it appears that the administration of the FFEL program is continuing to be effective, especially in light of the reduced administrative burden.
Michigan State University	Typically, less than 1% of new borrowers withdraw during their first semester at MSU. Our default rate has remained fairly constant during the years of this experiment. The benefits of this waiver include: Over 2000 students received information about borrowing without the burden of returning proof and an office staff was relieved of the burden of tracking entrance loan counseling before disbursing loans.
Montana State University -Bozeman	Allowing alternative methods of educating borrowers most likely to default enables institutions to improve student services by providing consumer information through the means most convenient to students while encouraging wise borrowing and debt management.
Pennsylvania State University	Entrance counseling does not appear to have an impact on the default rate at Penn State. Even though entrance counseling has not been a requirement since 1996, Penn State's default rate has not varied much over time and is currently 3.2%. Better ways to measure default rates - possibly longitudinal data - might better serve institutions identify better ways to prevent default since entrance counseling does not appear to change the outcomes. The loan default rate for the students who are part of the study started in 1996 do not differ among the four cohort groups.
Portland State University	Our default rate remains relatively low. In addition, we do provide students information concerning their loans. We provide information with our award letters and promissory notes. We have web based information, US Department of Education publications, and we of course meet with students to answer financial aid questions. I've always been nervous about this experiment as I've felt we should do entrance interviews. I suppose with the wealth of information on the world wide web, including web entrance interviews, we will move to that format when this experiment ends.
Rose-Hulman Institute of Technology	The Institute is no longer required to meet collectively or individually with first-time borrowers. We have been allowed to distribute the appropriate educational information to the students for them to review at their leisure. This has saved administrative time in that it has eliminated the need to plan and hold sessions for the students to satisfy the entrance loan requirements.
Saint Louis University	Since we began this experiment, our default rate has not been affected. The time saved by not requiring entrance loan counseling has allowed us to be more available to our students so that we can offer individualized counseling services to them.



Southern Illinois University - Carbondale	This change has been extremely beneficial to students as they receive their loan proceeds at the beginning of the semester when the money is needed for tuition and fees, books, leases, utilities and other start-up costs. The majority of SIUC students do not have the personal resources to pay for these charges before receiving loan funds. In the past, purchasing books and other necessities was often delayed, causing an unnecessary roadblock to academic success.
Southwest Missouri State University	Replicating entrance counseling for previous borrowers transferring to our institution would have no measurable effect on our default rate. In addition, maintenance of the documentation for those completing the entrance counseling in individual student files has no effect on default rate.
SUNY Upstate Medical University	We believe this has been very successful. Given the very low rate of attrition of students at this institution, a focus on loan repayment at the beginning of the program of study was ineffective. Very little information was retained by students. The experiment has allowed us to provide more relevant information to students about budgeting and credit management, with limited, generic information reminding students of their obligation to repay their loans and to meet with us if their education is prematurely terminated.
University of California - Santa Cruz	The practice of not requiring entrance counseling prior to loan disbursement prevents funding delays for new students at the beginning of their first quarter of enrollment/borrowing. It is a more efficient and less stressful process for all concerned. Students avoid late payment penalties, enrollment holds and other sanctions for non-payment of charges. They receive funds due them in a timely manner and are able to buy books, pay rent, etc. as needed. Offices have shorter lines, fewer questions and more satisfied students. The experiment is therefore, considered highly successful.
University of Alabama	Prior to our inclusion in Experimental Sites, we had one full time clerk position as well as a half time graduate assistant who worked with entrance and exit counseling exclusively. Where we did not terminate these positions as a result of our participation, we have been able to utilize these positions for other critical needs within the office. We have long felt that both entrance and exit counseling have little impact on repayment of student loans. We have recently embarked on a pilot project with Direct Loans to look at strategies to manage our cohort default rate. Although our rate is low, we as an institution would like to insure that all of students are repaying their loans. We are excited about this new project, and hope to see a reduction in our rate for the 01 -02 year
University of California - Riverside	A total of 2,420 new borrowers received Federal Direct Stafford Loans at UCR for the first time during the 2000-01 academic year. Of these, a total of 2,368 (or 97.8%) did complete entrance counseling on the Student Business Services loan counseling web site. The 52 borrowers who never completed pre-loan counseling include a mixture of students who did not return for the winter or spring quarters and students who elected to cancel their undisbursed winter and spring loan advances. All of these borrowers were required to complete loan exit counseling in order to receive academic transcripts or to re-enroll for a subsequent quarter. In addition, their rights and responsibilities as borrowers were provided to them in materials sent with their financial aid award offers as well as made available through consumer information publications and on our web site. Suspending the requirement to complete loan counseling prior to the fall fee payment deadline benefits those students who need their loan funds to pay their fall fees, but who have difficulty completing the requirement prior to disbursement.
University of Colorado - Boulder	Our default rate has continued to drop over the last few years and this seems to support that entrance counseling does not have a direct relationship to loan repayment. The strength of the economy and identifying those students who were not required to attend a counseling session and who are in repayment could sway these numbers as well. We continue our attempts to provide total budget and fund management as well as debt counseling for all students. These are not mandatory and have not been highly attended.
University of Idaho	Default rate did not become high. We saved over \$65,000 in staff time. We provide information to students at a better time such as orientations, new student visits, and times when parents are with students.



University of Illinois
- Urbana/Champaign

These students were not required to complete a formal entrance interview before the loan funds were released to their account. Information outlining student's rights and responsibilities with regards to loan borrowing was mailed to all loan recipients along with their promissory notes. The Office of Student Financial Aid webpage also provided students with information about student loans as well as links to the Department of Education's loan information. Participation in this experiment allowed the institution to credit direct loans to students on their initial statement of charges in aid. The early crediting of this aid allowed students to purchase textbooks and other necessary items during the first week of class when they were most needed. It was not necessary for the university to hire additional staff and find room locations to hold entrance interviews. This was a significant savings for the financial aid office.

University of Kansas

It continues to be difficult to draw any conclusions on this experiment's effect on our default rate, which fell nearly a full 1% from the prior year. We suspect that the strong economy last year was favorable for the 1999 cohort. It is possible, though, to say that the experiment at least has not had a negative effect on our default rate. Many of the people in the 1999 cohort participated in our first year of this experiment, so many did start and complete their program and then start repayment. We have found it very useful, though, to be able to target those that we feel are at risk for default. We do this by studying the students in our default cohort. That is how we noticed, starting last year, that people with past SAP problems appear often in the cohort. Although we don't have numbers to support this yet, we do also feel that students from families with debt problems are a higher risk to default. For this reason, we target students whose parents were denied a PLUS, regardless of the student's school level. It is interesting to also note that we do not waive the entrance counseling requirement for our Perkins borrowers and their default rate is much higher than the Stafford default rate. We appreciate that we do not have to force all our students to undergo these counseling sessions, since many of our students are adult non-traditional students or graduate students who have experience with loans. These students felt that the sessions were a waste of time and another example of bureaucratic overzeal. We also feel though, that many young students do need this information, particularly with the implementation of the master promissory note. We also believe that online counseling may be the best way to deliver the counseling, certainly better than the methods that we used prior to joining the experiment. We will continue to work with our default cohorts to try to identify our students at risk to default. We will then continue to target these students for loan counseling, using the online entrance or exit counseling websites as appropriate to the student. We will also continue to advertise the availability of loan counseling services in our office.

University of Michigan

Our experience indicates that students are more likely to participate in on-line loan counseling than group sessions or reviewing written materials. On-line counseling allows us to monitor the 'hits' to the web site so that we can estimate the number of students reviewing the information. The number of students 'submitting' test results from the web site allows us to monitor the number of students who complete the review of the site and electronic messages about the information presented on the site confirm that students are using the information and assist us in refining the information so that it is understandable for the audience. Administrative savings from these experiments have supported the costs of development of this and other student focused web sites.

University of Minnesota

The Office of Student Finance at the University of Minnesota reviews its policies to ensure that students understand loan terms/obligations. One of the main indicators is the default rate. For FY99, The University of Minnesota had a default rate of 1.9%

University of Missouri
- Kansas City

Most of our students know about their loans. Entrance counseling proves of little interest to them. Our default rate reflects that our borrowers take their obligations seriously.

University of North Carolina
- Greensboro

UNCG has chosen not to conduct entrance interviews for FFELP first time borrowers. We have by using a constant reminder each time a student receives Stafford Subsidized or Unsubsidized loan. Information on their right and responsibilities under the program is sent to them with each notification. Our two Guarantors also send out with each prom note sent and each authorization notice. It appears that a more constant reminder of their responsibility to repay is a more viable means to have an impact than a one-time presentation. It would also appear that there is a greater correlation between the health of the economy in the country and specifically the geographical region of where the school is and where the student resides after graduation and the cohort default rate of the school.

University of North Carolina
- Wilmington

After several years of participation in this experiment, our default rate has not changed significantly. We see no evidence that entrance counseling is closely related to our default rate.



University of Notre Dame	Current administration of the Entrance Loan Counseling experiment has proven to be efficient and effective in our management of Title IV dollars for the population we serve and no statistically significant negative change in default rate has occurred. The University's default rate over the past 3 years is as follows: .6% 1999; .8% 1998 and 1.8% 1997.
University of Rio Grande	Major benefit to students and this institution to inform students of repayment obligations using alternative methods. The University of Rio Grande Financial Aid staff appear as speakers before "Orientation Sessions" during the summers months, where each new student is required to attend. At these sessions and later during the first term of attendance, loan issues and repayment obligations are covered in detail. All students are provided with loan repayment obligations in the "Financial Aid News", a quarterly newsletter given campus-wide distribution. The 8.2% default appears to be an aberration to the 5.0% levels of the previous two years. A similar upward spike occurred four years ago.
University of the Pacific	Clearly this experiment is more challenging to measure outcomes. We continue to see declines in the default rate, which would support on a general basis the conclusion that providing general loan information in a manner other than specified in statute is a reasonably effective approach. As e-signatures and other electronic processes are becoming commonplace, knowledge levels concerning student loans continue to broaden. There is no question that the administrative costs saving related to this experiment allow reallocation of resources to provide more detailed counseling support to those who require it.
University Of Virginia	Our default rate has been historically low. The fact that we have had a good economy has helped. We provide good information to our students through the mail and at orientation. We are planning to link to an entrance interview website this fall because we do believe it is important that each student review the material. As long as our default rate remains low, we do not believe it is necessary to penalize students who do not complete the material. But we do believe it necessary to have this information available and to be sure students are aware of their rights and responsibilities.
University of Washington	The elimination of in-person entrance interviews has been a success on our campus. New borrowers do not experience delays or inconvenience in waiting for their loan proceeds. This initiative has shortened the line in the financial aid office. On the whole, increased student satisfaction, less administrative burden and continued low default rate are signs that this experiment is a success.
Virginia Commonwealth University	VCU has participated in this initiative since 1995, in which entrance loan counseling is suspended for a majority of the population of first-time borrowers. The freshman entering college in 1995 would be expected to graduate in May of 1999 and then continue in grace period for another six months, not entering repayment until October 1999. Currently the latest figures on cohort default rate ends with the 1999 fiscal year. At this point we cannot draw a conclusion as to how the default rate is impacted by the lack of entrance counseling. That will be better understood once the 2000 cohort default rate is made available. However, the fact that VCU's 1999 cohort is lower than it has been since before 1993 hints that the experiment will prove to be a positive initiative on the students' behalf. We have already seen the positive effects and realized the administrative relief on the institutional side, but will be looking forward to learning more about the impact on students.
Western Washinton University	During fiscal year 1999, Western's cohort default rate was 2.4%. This rate was the lowest rate over the four-year period beginning in FY95. Our participation in the entrance loan counseling experiment is not adversely affecting our cohort default rate.